Culinary Arts Foundations

2008-2009 Culinary Arts Foundations Lab Procedures

The Culinary Arts Foundations course is to prepare students for Culinary Arts Careers and to work in the foodservice industry. You are expected to behave in a responsible, professional manner at all times. Respect is expected and earned.

Lab:

1. Work together
2. Keep areas clean
3. Stay on task
4. Complete tasks
5. Wear proper uniform
6. Work efficiently

Dress Code and Grooming:

It is your responsibility to bring and wear proper uniform. Failure to do so will result in deducted lab points and extra cleaning jobs / assignments.

Culinary Uniforms:

1. **Shoes** should be sturdy, slip resistant and closed toed. You may NOT wear flip flops, high heels, boots or shoes with a soft top.
2. **Pants** must be as long as your shoes. No sweat pants, torn pants, or workout pants.
3. Chef hats must be worn at all times. No baseball caps or other hats.
4. Aprons must be worn.

Guys are expected to be clean shaven. Mustaches and beards are not permitted.

Fingernails must be kept clean and short. Nail polish and fake nails are not permitted (per State Board of Health).

Hair should be neatly maintained, clean, and under control at all times. Long hair should be worn under hats and pulled back in the Threshold. Grooming can only be done in the restroom.

Jewelry is not permitted in the kitchen. Small earrings, watches, and bracelets are permitted in the Threshold. NO facial jewelry is permitted.

Lab Procedures:

- Always observe safety principles with equipment, utensils, and food. Any injury should be immediately reported to the instructor.
- Practice proper sanitation at all times. Use taster spoons to taste food.
- Thoroughly clean all dishes when done using them. Clean counters, equipment, and floors surrounding your work area after use.
- Everyone is responsible for sweeping, mopping, cleaning, washing dishes, pots and pans, putting items away, wiping down dish rooms, scouring sinks, etc.
- Do not sit down once your job is completed until instructor approves your completion.

Student Signature: _____ Date: _____

Lab Plan Sheet **Kitchen #** _____ **Name** _____ **Period** _____

Name of Food Product to Prepare: _____

Cook: _____

- **In charge of mixing the ingredients and cooking the dish**
- **Makes sure that group members are completing their jobs and that the teacher checks finished product**
- **Sweeps the area around group work station**
- **Washes down counter after lab**

Assistant Cook: _____

- **Retrieves ingredients from main table using tray**
- **Assists cook with mixing and measuring**
- **Dries groups dishes and puts them away**

Sanitation Cook: _____

- **Measures ingredients located in the middle of each group**
- **Get equipment needed out and ready**
- **Washes down counter before the lab begins**
- **Washes dishes when group is finished with the lab**

Note: If there are only 2 people in your group; both the cook and assistant cook are responsible for working together to complete the sanitation cooks jobs.

Jobs	Name
1.) Put on Apron. Tie back Hair. Wash Hands.	Everyone
2.) Get ingredients. (Use tray to place them on).	
3.) Get out equipment/utensils	
4.) Get towels and dish clothes.	
5.)	
6.)	
7.)	
8.)	
9.)	
10.)	
11.)	
12.)	
13.)	
14.)	
15.)	

Equipment: List all equipment and utensils you will need to prepare this recipe.	**Use:** What will this utensil/equipment be used for?
Example: 1cup volume/dry meas.	Example: Measure flour

Clean up

Jobs	Name
Wash Dishes.	
Dry and put dishes away.	
Clean counter, ledge, table, range turn controls off	
Clean and dry sink	
Put USED towels and dishcloths IN DIRTY BASKET!!!	
Sweep floors	

Culinary Arts Foundations: Week 1

Day 1: *Introductions
*Food Interviews
*Folders

Day 2: *Classroom Management/Procedures
* Student Inventory/Schedule

Day 3:

- Objective: Ch. 7.1 Pg. 155-165: Indentify workplace safety guidelines and equipment.
- Starter #1: What do OSHA and EPA stand for? (pg. 155)
- Assignment:
  - Study Guide: Safety Know How Part 1 pg/ 155-165

Day 4:

- Objective: Same as Day 3
- Starter #2: List 3 situations when you should change gloves. (pg. 157)
- Assignment:
  - Review Safety Know How Study Guide
  - Group Work: Safety Posters: 1.) Slips and Falls (pg. 157-161)
    2.) Cuts
    3.) Burns and Scalds
    4.) Back Injuries and Strains
    5.) Fire Prevention

Day 5:

- Objective: Same
- Starter #3: What is the best item to use on a grease fire? Why? (pg. 161 Key Science Skills)
- Assignment: Continue working on safety posters

Extras for ch.7 and 8:

- Notes: Safety and Sanitation Posters
- Case Study #1
- Safety Scenarios
- Lab Activities 30, 31, 32, 34, 35 from Lab Manual
- Handwashing Experiment with GloGerm

Name_____ Date_____ Period_____

Safety Know-How: Part 1
Study Guide
Pg. 155-165

1.) Workplace accidents cost the foodservice industry over _____ per year.

2.) What three things contribute to workplace accidents?

- _____
- _____
- _____

3.) The Occupational Safety and Health Administration (OSHA) enforces _____. Employers are required to post these standards and employees are required to follow.

4.) The Environmental Protection Agency (EPA) requires food service operations to track _____ _____.

5.) You should always change your apron if you leave the _____ _____ area to go into the dining area or the _____.

6.) Gloves protect your hands from _____ and also serve as protection against _____ _____.

7.) Even when wearing gloves what should you still do? _____

8.) You should change your gloves:

- _____
- _____
- _____

9.) Shoes should be _____ and _____ _____ for safety.

10.) All shoes must be _____-_____.

11.) If you are unsure about how a piece of equipment works or how to clean it, _____.

12.) Define Lockout/tagout: _____ _____

13.) Fires are classified according to the _____ that catches fire.

14.) Complete the Chart:

Class of Fire	Type of Flammable Material
Class A	
Class B	
Class C	
Class D	
Class K	

15.) _____ is your best course of action when it comes to fire.

16.) _____ _____ are the most common type of fire protection equipment.

17.) A properly ventilated hood system can help remove excess _____, _____ and _____.

18.) Define emergency: _____

19.) List two general first aid guidelines:

- _____
- _____

20.) List two first aid guidelines for burns:

- _____
- _____

21.) List two first aid guidelines for wounds:

- _____
- _____

22.) List two first aid guidelines for choking:

- _____
- _____

23.) Define Heimlich maneuver: _____

24.) List three instances when the Heimlich maneuver should <u>not</u> be performed:

- _____
- _____
- _____

25.) Define Cardiopulmonary Resuscitation: _____
_____

Name_____ Date_____ Period_____

Safety Poster Guidelines

Directions: Working in groups you will be assigned a common personal injury that takes place in foodservice establishments. With your group, you are going to create a poster that gives safety tips and preventative measures that can take place to reduce the risk of this injury. The poster should be informative and attractive so that if you owned a restaurant you would be willing to hang your poster. Make sure that you are meeting all poster guidelines to receive full points. You will have 2 class periods to complete this assignment.

List Safety Hazard: _____
Group Members: _____

Poster Guidelines:

_____ **1. Poster is colorful and eye-catching.**

_____ **2. Creativity**

_____ **3. Name of Personal Injury**

_____ **4. 5 or more safety tips/preventative measures**

_____ **5. Symbol/Picture for each safety tip/ preventative measure**

_____ **6. Group worked together cooperatively and efficiently**
_____ **Total = 30 pts. (5 pts./guideline)**

Name_____ Date_____ Period_____

The Safe Foodhandler

Directions: **Read the following scenarios about restaurant workers. Use ch.8 (pg. 177-181) to help you determine whether the worker is creating a food safety hazard or following good personal hygiene. After you read the scenario answer the questions that follow.**

Scenario #1:

Becca works at a quick service restaurant. She is suffering from seasonal allergies, so she carries a small pack of tissues with her. Her assigned responsibility is to make salads. She washes her hands properly and puts on single-use gloves before she starts her shift. When Becca needs to sneeze she steps away from the food-preparation area, pulls a clean tissue out of her pocket, sneezes into it then discards it and goes back to work. Occasionally, Becca has run out of tissue and uses her apron instead. Because her allergy medication gives her dry mouth, Becca keeps a glass of water at her station and drinks out of it when she needs to. Becca needs to take her allergy medication every four hours so she decided to live it in the walk in refrigerator next to the produce.

1.) Does this situation represent a threat to food safety? Why/Why not?

2.) List everything Becca did that is promoting a food safety hazard.

3.) List everything Becca did that promotes sanitary conditions.

Scenario #2

Marty works for a catering company. A few days ago he was serving hot food at an outdoor art festival. Marty was not feeling very well but really needed the money so he went to work anyways. Marty did not wear gloves because they were using tongs and spoons to serve the food. During his shift Marty had to use the restroom several times because he had an upset stomach. At the restroom there was hot water and soap for hand washing but no paper towels. Instead, Marty would wash his hands and air dry them or wipe them on his jeans. Marty was using the restroom so frequently a couple of times he skipped hand washing and used the hand sanitizer located close to the restroom. The next week Marty's employer received several phone calls from people that had attended the art fair, had eaten their food and now had severe cases of diarrhea and fever.

1.) Do you think Marty had anything to do with this individuals getting ill?

2.) List everything that Marty did to spread this foodborne illness.

Scenario # 3:

Senseless Sal is a very hard foodservice worker. He shows up to work on time everyday. He has never called in sick or left early. However, his coworkers have been paying extra attention to Sal and have started recording some of his habits. Here are some of their records. Sal came to work today and he looked like he had not showered in a couple of days. He was wearing the same outfit from the day before; with those flip flops he wears everyday. Yesterday he spilled egg wash on himself and it looks like the stain is still on his apron. His niece painted his fingernails over the weekend and it looks like the nail polish is starting to chip off. Sal loves his shoulder length hair but hates to wear it in a ponytail so he just puts his 2 year old baseball hat on. He just got his class ring and hardly ever takes it off. Of course he washes his hands all the time, but it never seems to take him very long and he always dries them on a dish towel. Poor Sal, he works so hard if only someone could give him some personal hygiene tips.

After reading the records of Sal's coworkers, list everything that Sal is doing that might be creating a safety hazard. Then, for each safety hazard, explain or give a tip that Sal could use to help him be a more sanitary employee.

Name_____ Date_____ Period____

Hand-Washing

Did you know that only about 68% of Americans wash their hands after using a public restroom? When done correctly hand washing is the single most effective way to prevent to spread of foodborne illnesses.

Follow the directions below to see how well you wash your hands.
1.) Trace your hand on this paper.
2.) Apply "Glo Germ" lotion/powder and rub into your hands thoroughly.
3.) Wash hands at sink and dry with paper towel.
4.) Use ultraviolet light to determine how well you washed your hands.
5.) On your traced hand, using the scale below, record what areas need more attention and what areas are clean.

Very Dirty	Somewhat Dirty	Extremely Clean
5	3	1

Name_____ Date_____ Period _____

Case Study 1

With your group read the case study and answer the question using your knowledge about Safety and Sanitation.

A restaurant manager received a call from a customer who had purchased a take-out pizza from his restaurant the previous night. The customer told him that her children, ages 3 and 5, suffered from abdominal cramps, diarrhea, and fever, and claimed that the pizza had made them sick. The manager asked her whether anyone else ate the pizza and whether they had the same symptoms. She told him that her husband had eaten it, but felt fine. The manager than asked her what kind of pizza she ordered, and was told that it contained mushrooms, black olives, and extra cheese. The manager told her it couldn't possibly have been the pizza that made the children sick since it contained no meat and her husband was healthy. He suggested that her children had the stomach flu, wished them well, and hung up.

Did the manager handle this situation correctly? What did he do right? What did he do wrong?

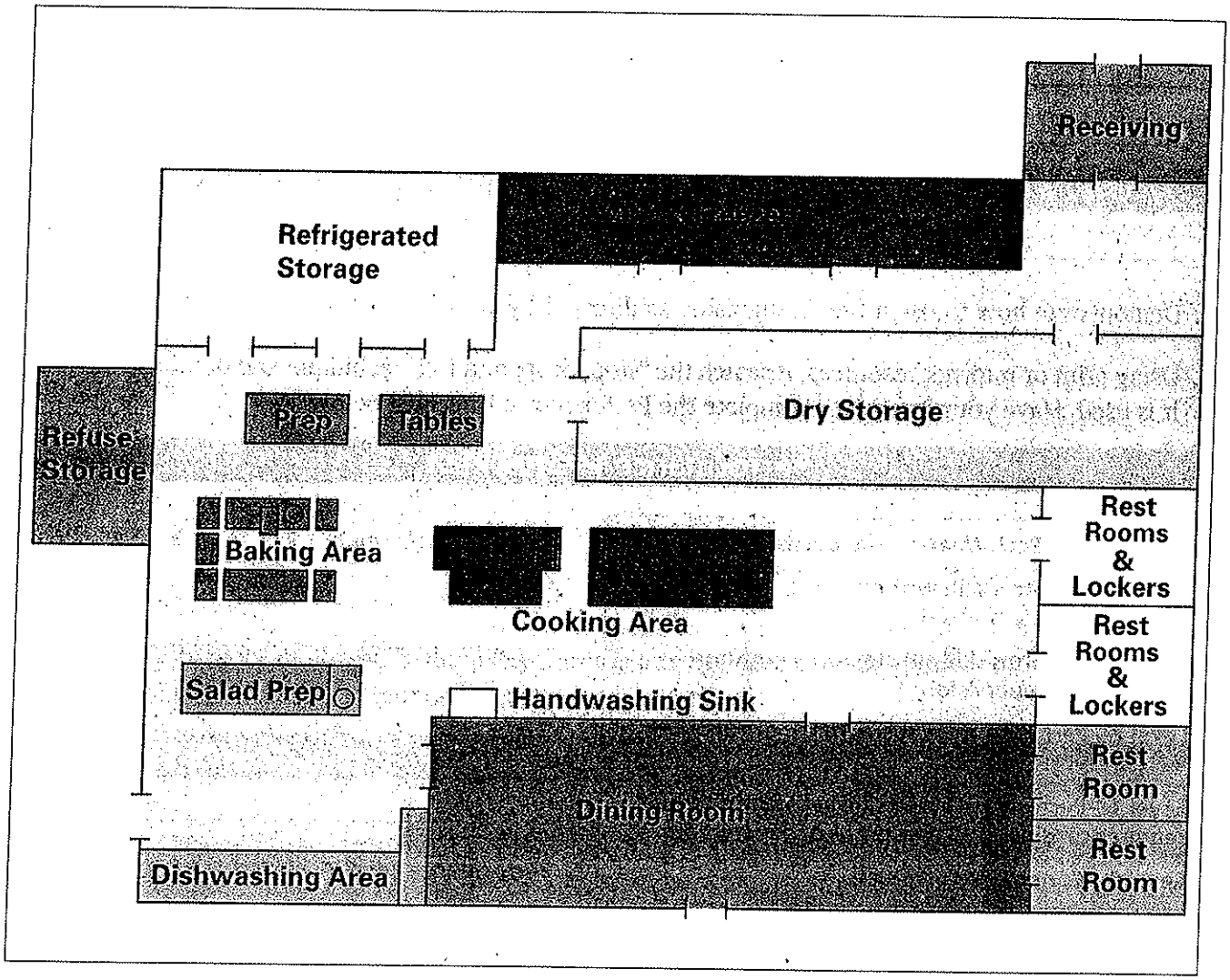
_____
_____
_____
_____
_____
_____

Name _____ Date _____

Fire Safety

Directions, Part A: The drawing below shows a typical medium-sized restaurant. Draw a quick and safe path showing how to exit the restaurant in the event of a fire. In creating your fire exit plan, be sure to:

- Indicate where all fire exits are located.
- Use a colored pen or pencil to draw the paths people should take to the fire exits.
- Mark the locations of all fire extinguishers.



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Contamination Hazards

Directions: Read the description in each of the following items. Then fill out the chart by identifying:

- The type of contamination—direct contamination or cross-contamination.
- The cause of contamination.
- How the contamination could have been prevented.

Receiving Area

Item 1: Cartons containing heads of iceberg lettuce on a delivery truck are discolored and are covered with a film.

Item 2: A carton of chicken breasts has been left out on a work table for 7 hours.

Type of Contamination	Cause of Contamination	Preventive Measures
Item 1		
Item 2		

Preparation Area

Item 3: A 10-lb. block of cheese in the refrigerator is growing green, fuzzy spots.

Item 4: A cook sneezes on the hamburgers he is preparing.

Type of Contamination	Cause of Contamination	Preventive Measures
Item 3		
Item 4		

Name _____ Date _____ LAB ACTIVITY 31

Types of Contamination

Directions: Complete the chart below by following Steps 1 and 2.

1. List the sources of and foods associated with each type of contamination.
2. Describe the precautions and sanitation procedures that can lower the risk of contamination.

Contamination	Foods Often Affected	Precautions	Sanitation Procedures
Bacteria			
Viruses			
Parasites			
Molds			

Name _____ Date _____

Potential Hazards

Directions: Identify the potential biological, chemical, and physical hazards for each area listed below. Use the chart to list the types of hazards and prevention methods for each area. An example has been given.

Lab Area	Type of Hazard	Prevention Method
3-Compartment Sinks	Mold—Biological hazard	Clean sink area; wash and sanitize dishes.
Receiving Area		
Refrigerators		
Freezers		
Dry Storage Area		
Cook's Line		
Salad Prep Station		
Baker's Station		
Short-Order Station		
Server Alley		
Dining Room		

4. Clean all the equipment used to prepare the soups and store appropriately.

Safe Internal Cooking & Holding Time & Temperature Chart	
Food Item	**Minimum Safe Internal Temperature & Time**
Fish	_____ °F for 15 seconds.
Beef, pork, veal, or lamb roasts	_____ °F for 4 minutes; 140°F if maintained for 12 minutes; or 130°F if maintained for 112 minutes.
Cooked eggs for immediate service	_____ °F for at least 15 seconds. If eggs cannot be cooked, use pasteurized eggs in recipe.
Injected meats	_____ °F for 15 seconds.
Game meats—commercially dressed game	_____ °F for at least 15 seconds.
Chopped, ground, flaked, or minced meats	_____ °F for at least 15 seconds.
Fruit or vegetables for hot-holding	_____ °F.
Poultry, stuffed meats, and stuffed pastas	_____ °F for 15 seconds. Cook stuffing separately.
Reheating of foods	_____ °F for 15 seconds within 2 hours.
Stuffing	_____ °F for at least 15 seconds.
Microwave cooking of meat, poultry, fish	_____ °F or above. Let stand 2 minutes to equalize the temperature. Take the temperature in several areas to determine internal temperature.

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Name_____Date_____ Period_____

HACCP System / Flow of Food
Test/Project

Instead of taking a written test over the HACCP system and flow of food (ch.8) you are going to work in groups to develop your own system. Each group will be given a specific recipe to work with. Although you will be working in groups scores will be assigned on an individual basis.

HACCP System

Directions: Using the recipe given you are to develop a HACCP system. You need to respond to the following questions and statements as though your group is running your own restaurant/foodservice establishment. The responses to these questions need to be typed.

1.) Determine where food safety hazards might occur.
2.) Find the critical control points in the flow of food that prevent a food safety hazard.
3.) Set boundaries and standards that are necessary for food to be considered safe. (example: temp. limits)
4.) Establish a set procedure for monitoring the standards. (example: check temp. and record)
5.) Decide what to do if a standard is not met.
6.) Evaluate your procedures regularly.
7.) Develop a record-keeping system that identifies:
- **Who documents the procedures.**
- **How documentation should be performed.**
- **When documentation should be performed.**

NOTE: #2 will be done on a poster as part of the Flow of Food Project.

The Flow of Food

Directions: Develop a poster that explains how you will determine potential food safety hazards, for your recipe, in the following areas: receiving, storing, preparing/cooking, handling, and serving. You need to make sure that your group's flow of food is directly related to your group's recipe. The flow of food chart/poster needs to be specific to the information presented in chapter 8 of your textbook.

HACCP/Flow of Food =75 Total Points
Test/Project

HACCP System= 25 Points
- **Answer all steps in the HACCP system.**
- **Information is accurate to your food product and information presented in the text.**
- **Responses are typed.**

Flow of Food Poster = 50 Points
- **Each Control Point is worth 10 points.**
- **Information is accurate.**
- **Information relates to specific recipe.**
- **Poster is neat, clean, colorful and easy to follow**

Name_____ Date_____ Period_____

Peer Evaluations

Directions: For each group evaluate their project based on the following criteria. Give them score (1-5) for each area; 1 they did not meet criteria, 5 met criteria.

Group #1:

Creativity: Did they present the information in a creative way.
Score=

Neatness: Would you being willing to hang this poster in your own restaurant.
Score=

Information: Do you feel that the information presented in this project is accurate with knowledge learned about HACCP/Flow of Food?
Score=

Overall: How would you rate their performance?
Score =

Group #2:

Creativity: Did they present the information in a creative way.
Score=

Neatness: Would you being willing to hang this poster in your own restaurant.
Score=

Information: Do you feel that the information presented in this project is accurate with knowledge learned about HACCP/Flow of Food?
Score=

Overall: How would you rate their performance?
Score =

Group #3:

Creativity: Did they present the information in a creative way.
Score=

Neatness: Would you being willing to hang this poster in your own restaurant.
Score=

Information: Do you feel that the information presented in this project is accurate with knowledge learned about HACCP/Flow of Food?
Score=

Overall: How would you rate their performance?
Score =

Group #4:

Creativity: Did they present the information in a creative way.
Score=

Neatness: Would you being willing to hang this poster in your own restaurant.
Score=

Information: Do you feel that the information presented in this project is accurate with knowledge learned about HACCP/Flow of Food?
Score=

Overall: How would you rate their performance?
Score =

Group #5:
Creativity: Did they present the information in a creative way.
Score=
Neatness: Would you being willing to hang this poster in your own restaurant.
Score=
Information: Do you feel that the information presented in this project is accurate with knowledge learned about HACCP/Flow of Food?
Score=
Overall: How would you rate their performance?
Score =

Group #6:
Creativity: Did they present the information in a creative way.
Score=
Neatness: Would you being willing to hang this poster in your own restaurant.
Score=
Information: Do you feel that the information presented in this project is accurate with knowledge learned about HACCP/Flow of Food?
Score=
Overall: How would you rate their performance?
Score =

Group #7:
Creativity: Did they present the information in a creative way.
Score=
Neatness: Would you being willing to hang this poster in your own restaurant.
Score=
Information: Do you feel that the information presented in this project is accurate with knowledge learned about HACCP/Flow of Food?
Score=
Overall: How would you rate their performance?
Score =

Group #8:
Creativity: Did they present the information in a creative way.
Score=
Neatness: Would you being willing to hang this poster in your own restaurant.
Score=
Information: Do you feel that the information presented in this project is accurate with knowledge learned about HACCP/Flow of Food?
Score=
Overall: How would you rate their performance?
Score =

HACCP/Flow of Food
Project Evaluation

Directions: Please respond to the following questions honestly as it will help me make changes in the project guidelines and will also help me grade your projects.

1. List the names of your group members. Circle your name.

_____
_____
_____
_____

2.) What did you personally do to help complete this project?

_____
_____
_____
_____
_____

3.) Do you think that all members of your group participated in this project equally? If yes, explain what each member did. If no, explain why/how there was not equal participation.

_____
_____
_____
_____
_____
_____

4.) What did you learn about HACCP/Flow of Food from this project?

_____
_____
_____
_____
_____
_____

To help me evaluate what changes I need to make in this project please answer the following questions honestly.

5.) Do you think this project was an effective tool for learning about HACCP/Flow of food? Why or Why not?

_____
_____
_____
_____
_____
_____
_____
_____

6.) What changes would you make to the project or project instructions?

7.) How much do you think this project should be worth? Why?

I appreciate your honesty in helping me evaluate this project!!!